

to change their estimates to reduce the estimates of spending to make their numbers work. They use these estimates when they are convenient; but when they do not like it, they use other estimates. It is time for responsible budgeting.

TIGHTEN BELT TO SAVE SOCIAL SECURITY

(Mr. KINGSTON asked and was given permission to address the House for 1 minute and to revise and extend his remarks.)

Mr. KINGSTON. Mr. Speaker, let me say this to the gentleman from Texas (Mr. SANDLIN), the previous speaker, it is not about inside Washington accounting mumbo jumbo, it is about grandmother's retirement check, and I am going to do everything I can as a Republican to protect it.

Now, I do know this, that in January, the President of the United States said let us preserve only 60 percent of the Social Security surplus. The Republican position has been, let us preserve 100 percent. Let us balance the budget, not through spending Social Security on non-Social Security means, but let us do it by just good old-fashioned belt tightening.

Now, imagine some little roly-poly fat kid at the banquet table on his third piece of apple pie saying I want more. All we are saying is, look, we want you to slim it down, push back 1 cent on the dollar, tighten that belt just a little bit, about a half a notch. Then if you will do that, we do not have to get even close to Social Security money.

That is what the Republican Party is trying to get the Democrats to do. I hope that they will join us.

REMEMBER THAT SECOND AMENDMENT IS RIGHT TO BEAR ARMS

(Mr. METCALF asked and was given permission to address the House for 1 minute.)

Mr. METCALF. Mr. Speaker, let us go back to the founding of our Nation. Why were the British soldiers marching toward Lexington and Concord in the darkness of April 18, 1775? Because they had heard correctly that the colonists were stockpiling guns and ammunition.

The colonists had been trying to work out their problems with the king. But when the British moved to take away their guns, they went to war.

When the amendments were added to the Constitution, first amendment of course a priority, freedom of speech and freedom of religion. But what is the second amendment, the right to keep and bear arms shall not be infringed. Let us remember that.

STOPPING THE RAID ON SOCIAL SECURITY

(Mr. THUNE asked and was given permission to address the House for 1 minute.)

Mr. THUNE. Mr. Speaker, being a leader means making some tough choices. This year we have an historic opportunity to lock away 100 percent of the Social Security surplus and put an end to the practice of raiding the Social Security Trust Fund. It means we have to make a tough choice between Social Security and funding some other goals, like the President's desire to increase foreign aid spending by 30 percent.

The question is not whether we want to spend more on foreign aid or other government programs, the question is whether we want to spend more on these programs if it comes at the expense of Social Security.

Mr. Speaker, Republicans have already made our choice. We have chosen to say no to more government spending and yes to stopping the raid on Social Security. The American people agree with us. They would rather protect Social Security and Medicare and cut spending across the board for all other programs than raid Social Security again.

There is only one question that has not been answered, Mr. Speaker, and that is: Where does the President stand and where do our friend's on the other side stand? Will they block this legislation and insist on more government spending or will they join us in a bipartisan effort to end the raid on Social Security once and for all. For the sake of our future, I hope they will choose the latter.

TELL THE TRUTH, THE WHOLE TRUTH, AND NOTHING BUT THE TRUTH

(Mr. GARY MILLER of California asked and was given permission to address the House for 1 minute.)

Mr. GARY MILLER of California. Mr. Speaker, is there any reason or wonder that the American people are confused? I wish, prior to us being allowed to come here and talk to the American people, that we had to raise our hand and say, I swear to tell the truth, the whole truth, and nothing but the truth, so help me God.

All we have heard today and past days is the Republicans are spending Social Security monies. But actions speak louder than words. My friends on the other side of the aisle continue to vote no on appropriations bills. The President continues to veto appropriations bills. Why? Because we are not spending enough money that has to come from Social Security Trust Fund.

Why do we not do what we say we are trying to do? Let us not spend the money which we do not want to spend. We use great words like let us invest.

We are not appropriating enough resources. What they are saying is we are not spending enough Social Security money.

We are saying, let us not spend Social Security money. Let us keep our promise to the American people. Let us stop being disingenuous. When one hears people come before one and say something, watch what they do. When they accuse Republicans of spending Social Security money, watch how they vote.

THE JOURNAL

The SPEAKER pro tempore (Mr. OSE). Pursuant to clause 8 of rule XX, the pending business is the question of agreeing to the Speaker's approval of the Journal of the last day's proceedings.

The question is on the Speaker's approval of the Journal.

The question was taken; and the Speaker pro tempore announced that the ayes appeared to have it.

Mr. McNULTY. Mr. Speaker, I object to the vote on the ground that a quorum is not present and make the point of order that a quorum is not present.

The SPEAKER pro tempore. Evidently a quorum is not present.

The Sergeant at Arms will notify absent Members.

The vote was taken by electronic device, and there were—yeas 346, nays 65, not voting 22, as follows:

[Roll No. 563]

YEAS—346

Abercrombie	Calvert	Dixon
Ackerman	Camp	Doggett
Andrews	Campbell	Dooley
Archer	Canady	Doolittle
Armey	Cannon	Dreier
Bachus	Capps	Duncan
Baker	Capuano	Dunn
Baldacci	Cardin	Edwards
Baldwin	Carson	Ehlers
Ballenger	Castle	Ehrlich
Barr	Chabot	Engel
Barrett (NE)	Chambliss	Eshoo
Barrett (WI)	Clayton	Etheridge
Bartlett	Clement	Everett
Barton	Clyburn	Ewing
Bass	Coble	Farr
Bateman	Coburn	Fletcher
Becerra	Collins	Foley
Bentsen	Combest	Forbes
Berkley	Condit	Ford
Berman	Conyers	Fossella
Biggert	Cook	Fowler
Bilirakis	Cox	Frank (MA)
Bishop	Coyne	Franks (NJ)
Blagojevich	Cramer	Frelinghuysen
Bliley	Crowley	Frost
Blumenauer	Cubin	Galleghy
Blunt	Cummings	Ganske
Boehlert	Cunningham	Gejdenson
Boehner	Danner	Gekas
Bonilla	Davis (IL)	Gephardt
Bonior	Davis (VA)	Gilchrest
Bono	Deal	Gillmor
Boswell	DeGette	Gilman
Boucher	Delahunt	Gonzalez
Boyd	DeLauro	Goode
Brady (TX)	DeLay	Goodlatte
Brown (FL)	DeMint	Goodling
Bryant	Deutsch	Gordon
Burton	Diaz-Balart	Goss
Buyer	Dicks	Graham
Callahan	Dingell	Granger

Green (TX)	McCollum	Sanders
Greenwood	McCrery	Sandlin
Gutierrez	McGovern	Sanford
Hall (OH)	McHugh	Sawyer
Hall (TX)	McInnis	Saxton
Hansen	McIntosh	Schakowsky
Hastings (FL)	McIntyre	Scott
Hastings (WA)	McKeon	Sensenbrenner
Hayes	McKinney	Serrano
Hayworth	Meehan	Shadegg
Herger	Menendez	Shaw
Hill (IN)	Metcalf	Shays
Hinchey	Mica	Sherman
Hinojosa	Millender-	Sherwood
Hobson	McDonald	Shimkus
Hoeffel	Miller (FL)	Shows
Hoekstra	Miller, Gary	Shuster
Holden	Miller, George	Simpson
Holt	Minge	Sisisky
Hooley	Mink	Skeen
Horn	Moakley	Skelton
Hostettler	Moran (KS)	Smith (MI)
Houghton	Moran (VA)	Smith (NJ)
Hoyer	Morella	Smith (TX)
Hyde	Nadler	Smith (WA)
Inslee	Napolitano	Snyder
Isakson	Neal	Souder
Istook	Nethercutt	Spence
Jackson (IL)	Ney	Spratt
Jefferson	Northup	Stabenow
Jenkins	Norwood	Stearns
John	Nussle	Stenholm
Johnson (CT)	Obey	Stump
Johnson, Sam	Oliver	Sununu
Jones (NC)	Ortiz	Sweeney
Jones (OH)	Ose	Talent
Kaptur	Owens	Tanner
Kelly	Oxley	Tauscher
Kennedy	Packard	Tauzin
Kildee	Pascrell	Taylor (NC)
Kilpatrick	Paul	Terry
Kind (WI)	Pease	Thomas
King (NY)	Pelosi	Thornberry
Kingston	Peterson (PA)	Thune
Kleccka	Petri	Thurman
Knollenberg	Pickering	Tiahrt
Kolbe	Pitts	Tierney
Kuykendall	Pombo	Toomey
LaFalce	Pomeroy	Towns
LaHood	Porter	Trafigant
Lampson	Portman	Turner
Lantos	Price (NC)	Udall (CO)
Largent	Pryce (OH)	Upton
LaTourette	Quinn	Velazquez
Lazio	Radanovich	Vento
Leach	Rangel	Vitter
Lee	Regula	Walden
Levin	Reyes	Walsh
Lewis (CA)	Reynolds	Wamp
Lewis (KY)	Rivers	Watt (NC)
Linder	Rodriguez	Watts (OK)
Lofgren	Roemer	Waxman
Lowe	Rogers	Weiner
Lucas (KY)	Rohrabacher	Weldon (FL)
Lucas (OK)	Ros-Lehtinen	Weldon (PA)
Luther	Rothman	Wexler
Maloney (CT)	Roukema	Weygand
Maloney (NY)	Roybal-Allard	Whitfield
Manzullo	Royce	Wilson
Martinez	Rush	Wolf
Mascara	Ryan (WI)	Woolsey
Matsui	Ryun (KS)	Wynn
McCarthy (MO)	Salmon	Young (FL)
McCarthy (NY)	Sanchez	

NAYS—65

Aderholt	Gibbons	McNulty
Allen	Green (WI)	Meeks (NY)
Baird	Gutknecht	Moore
Barcia	Hefley	Oberstar
Berry	Hill (MT)	Pallone
Bilbray	Hilleary	Pastor
Borski	Hilliard	Peterson (MN)
Brady (PA)	Hutchinson	Phelps
Brown (OH)	Jackson-Lee	Pickett
Chenoweth-Hage	(TX)	Ramstad
Clay	Johnson, E. B.	Riley
Costello	Klink	Rogan
Crane	Kucinich	Sabo
DeFazio	Latham	Schaffer
Dickey	Lewis (GA)	Slaughter
English	Lipinski	Stark
Evans	LoBiondo	Strickland
Fattah	Markey	Stupak
Filner	McDermott	Tancredo

Taylor (MS)	Udall (NM)	Weller
Thompson (CA)	Visclosky	Wicker
Thompson (MS)	Waters	Wu

NOT VOTING—22

Bereuter	Kanjorski	Rahall
Burr	Kasich	Scarborough
Cooksey	Larson	Sessions
Davis (FL)	Meek (FL)	Watkins
Doyle	Mollohan	Wise
Emerson	Murtha	Young (AK)
Hulshof	Myrick	
Hunter	Payne	

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Ms. MCCARTHY of Missouri and Mr. GEORGE MILLER of California changed their vote from "nay" to "yea."

So the Journal was approved.

The result of the vote was announced as above recorded.

ANNOUNCEMENT BY THE SPEAKER
PRO TEMPORE

The SPEAKER pro tempore (Mr. BARRETT of Nebraska). Pursuant to clause 8 of rule XX, the Chair announces that he will postpone further proceedings today on each motion to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote is objected to under clause 6 of rule XX.

Any record votes on postponed questions will be taken after debate has concluded on all motions to suspend the rules.

SENSE OF CONGRESS THAT
SCHOOLS SHOULD USE PHONICS

Mr. MCINTOSH. Mr. Speaker, I move to suspend the rules and agree to the concurrent resolution (H. Con. Res. 214) expressing the sense of Congress that direct systematic phonics instruction should be used in all schools, as amended.

The Clerk read as follows:

H. CON RES. 214

Whereas the ability to read the English language with fluency and comprehension is essential if individuals are to reach their full potential;

Whereas it is an indisputable fact that written English is based on the alphabetic principle, and is, in fact a phonetic language;

Whereas the National Institute of Child Health and Human Development (NICHD) has conducted extensive scientific research on reading for more than 34 years, at a cost of more than \$200,000,000;

Whereas the NICHD findings on reading instruction conclude that phonemic awareness, direct systematic phonics instruction in sound-spelling correspondences, including blending of sound-spellings into words, reading comprehension, and regular exposure to interesting books are essential components of any reading program based on scientific research;

Whereas a consensus has developed around scientific research findings in reading instruction, as presented in the 1998 report of the National Research Council, Preventing Reading Difficulties in Young Children;

Whereas the Learning First Alliance composed of national organizations such as the

American Colleges for Teacher Education, American Association of School Administrators, the American Federation of Teachers, Council of Chief State School Officers, National Association of Elementary School Principals, National School Boards Association, National Parent Teachers Association, and National Education Association have agreed that well sequenced systematic phonics instruction is beneficial for all children;

Whereas more than 50 years of cognitive science, neuroscience, and applied linguistics have confirmed that learning to read is a skill that must be taught in a direct, systematic way;

Whereas phonics instruction is the teaching of a body of knowledge consisting of 26 letters of the alphabet, 44 English speech sounds they represent, and 70 most common spellings for those speech sounds;

Whereas reading scores continue to decline or remain stagnant, even though Congress has spent more than \$120,000,000,000 over the past 30 years for title I programs (of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.)) with the primary purpose of improving reading skills;

Whereas the 1998 National Assessment for Educational Progress (NAEP) found that 69 percent of 4th grade students are reading below the proficient level;

Whereas the 1998 NAEP found that minority students on average continue to lag far behind their non-minority counterparts in reading proficiency, many of whom are in title I programs (of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.));

Whereas the 1998 NAEP also found that, 90 percent of African American, 86 percent of Hispanic, 63 percent of Asian, and 61 percent of white 4th grade students were reading below proficient levels, many of whom were in title I programs (of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.));

Whereas more than half of the students being placed in the special learning disabilities category of Special Education have not learned to read;

Whereas the cost of Special Education, at the Federal, State, and local levels exceeds \$60,000,000,000 each year;

Whereas reading instruction in far too many schools is still based on the whole language philosophy, to the exclusion of all others and often to the detriment of the students;

Whereas the ability to read is the cornerstone of academic success, and most colleges of education do not offer prospective reading teachers instruction in the structure of spoken and written English, and the scientifically valid principles of effective reading instruction: Now, therefore, be it

Resolved by the House of Representatives (the Senate concurring), That it is the sense of Congress that—

(1) phonemic awareness and direct systematic phonics instruction should be used in all schools as a first and essential step in teaching a student to read;

(2) pre-service professional development of reading teachers should include direct systematic phonics instruction; and

(3) all Federal programs with a strong reading component should use instructional practices that are based on scientific research in reading.